

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13MO3

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Mrs. Jimalee James

Official School Name: Willow Springs High School

School Mailing Address: 215 W. Fourth Street
Willow Springs, MO 65793-1118

County: Howell State School Code Number*: 046-131

Telephone: (417) 469-2114 E-mail: jamesj@wspgs.com

Fax: (417) 469-2507 Web site/URL: www.willowsspringsschool.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Dr. Derrick Hutsell Superintendent e-mail: hutselld@wspgs.com

District Name: Willow Springs R-IV District Phone: (417) 469-3260

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mr. Chris Rutledge

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district
- | | |
|---|-----------------------------------|
| 1 | Elementary schools (includes K-8) |
| 1 | Middle/Junior high schools |
| 1 | High schools |
| 0 | K-12 schools |
| 3 | Total schools in district |
2. District per-pupil expenditure: 7472

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 7
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	62	48	110
10	60	50	110
11	57	43	100
12	36	38	74
Total in Applying School:			394

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
1 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
97 % White
0 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 16%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	22
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	36
(3)	Total of all transferred students [sum of rows (1) and (2)].	58
(4)	Total number of students in the school as of October 1, 2011	366
(5)	Total transferred students in row (3) divided by total students in row (4).	0.16
(6)	Amount in row (5) multiplied by 100.	16

8. Percent of English Language Learners in the school: 6%
Total number of ELL students in the school: 22
Number of non-English languages represented: 1
Specify non-English languages:

Russian

9. Percent of students eligible for free/reduced-priced meals: 65%

Total number of students who qualify: 238

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 12%

Total number of students served: 45

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>6</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>2</u> Emotional Disturbance	<u>3</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>6</u> Mental Retardation	<u>2</u> Visual Impairment Including Blindness
<u>3</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>28</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>2</u>
Paraprofessionals	<u>2</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>13</u>	<u>2</u>
Total number	<u>52</u>	<u>4</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

14:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	94%	94%	94%	94%	94%
High school graduation rate	91%	82%	83%	71%	75%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>61</u>
Enrolled in a 4-year college or university	<u>20%</u>
Enrolled in a community college	<u>43%</u>
Enrolled in vocational training	<u>4%</u>
Found employment	<u>23%</u>
Military service	<u>2%</u>
Other	<u>8%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

The Willow Springs R-IV School District encompasses 310 square miles in rural southern Missouri, located in the heart of the Mark Twain National Forest. The Willow Springs R-IV School District is comprised of a population of 7,728 with approximately 3,000 households. District-wide, 65.6% of students qualify for the Free and Reduced Lunch Program. The school district is the largest employer in the community.

In the late nineties, a large population of Russian speaking immigrants, primarily from Russia and the Ukraine, began settling in Howell County, in search of religious freedom and political asylum. The 180-acre parcel of land purchased to establish this community was located within the boundaries of the Willow Springs R-IV School District. With each family came many children with little or no English speaking skills. The parents experienced difficulties with the language as well, when enrolling their children in school, applying for jobs, and trying to carry out simple tasks such as shopping or making doctor appointments. It became apparent that the school must be the catalyst to accommodate the educational needs of the children and to assist their families in their transition to this new culture. The district implemented English for Speakers of Other Languages (ESOL) support to students, families and professional development for teachers to utilize strategies to meet the needs of this growing population. Students from this community currently make up 8% of the student population, and are well assimilated within the school.

Improving the quality of life for everyone through quality education has been the mission statement for the Willow Springs R-IV School District for nearly two decades. This mission provides the foundation and the focus for us to insure that our ongoing actions align. Willow Springs High School serves approximately 400 students in grades nine through twelve, receiving students from three K-8 districts as well as Willow Springs Middle School. The 56 member faculty at Willow Springs High School is a professional learning community committed to the educational success of each student, working diligently to implement research-based initiatives. Improving student achievement, decreasing the number of students who drop out of high school and improving parental involvement remain as focus areas for the school. Willow Springs High School has operated on an eight block schedule since the mid-1990's, and has been involved with High Schools That Work for the past eleven years. During that time, graduation requirements were increased to 30 credits for graduation, an advisor/advisee program was established and homework lab was put in place to provide extra help for students. Recently, the High Schools That Work initiative was expanded to the middle school (Making Middle Grades Work) to create a seamless transition from eighth to ninth grade. Willow Springs High School is in the third year of work with the Missouri Integrated Model (MIM), a process designed to improve student achievement and transform school culture through tiered layers of support, progress monitoring and evidence-based practices. The annual staff survey, conducted by the MIM Evaluation Workgroup indicates that the eleven essential features of the MIM initiative are fully implemented and sustainable. Through work with the Laura Bush 21st Century Librarian Program, our library media center now has an inviting atmosphere, conducive to learning with resources and technology that meet the needs of students in high school and beyond. Willow Springs High School was recently invited to participate in the Missouri Graduation Matters Project through the National Dropout Prevention Center. This three-year project provides training to assist the high school in implementing sustainable programs and best practices in dropout prevention and school completion for all students, including those with disabilities.

Each month, grade level high school teachers and the principal meet in focus groups to discuss student needs and concerns in an effort to eliminate obstacles to student success. Intervention and tiered levels of support are provided daily to high school students during BEAR Time (Better Education and Recovery). STAR Enterprise is utilized as a progress monitoring tool at least three times each year to determine each student's reading level. Although career education courses are offered within Willow Springs High

School's curriculum, students also have the opportunity to enroll in vocational and technical skills programs through the South Central Career Center located in nearby West Plains, Missouri. Additional effective programs include special education inclusion, dual-credit course offerings, numerous extra-curricular activities and the Missouri A+ Program.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Steady improvements in all areas of performance indicate that the research-based initiatives that have been implemented at Willow Springs High School are effectively impacting student achievement levels. Steady increases in proficiency have been realized over the past few years. However, proficiency isn't the only goal, but rather the belief that every student can and will improve. Individual student growth is analyzed annually, with the expectation that individual levels of proficiency will improve.

The Missouri End-of-Course (EOC) exams are known to be rigorous assessments compared to those of other states. When correlating EOC scores and STAR Reading scores for Willow Springs High School students, the data reveals that students must have the ability to read above grade level on this measure to score proficient on the exams. For this reason, various literacy supports have been implemented, including adding a reading specialist for the high school.

The teachers at Willow Springs High School have created a culture of excellence among the students on course work and on performance assessments. Students anticipate standardized assessments, exhibiting a competitive yet committed attitude.

B. When looking at Willow Springs High School's performance data from the past five years, a steady trend of improvement is apparent. Close examination of data from 2008 through 2012 appears to reveal that instructional adjustments were made to meet the challenges of the transition from the Missouri Assessment Program (MAP) in 2008 to the End-of Course (EOC) exam in 2009 and years that followed. The expectation of high achievement is the norm for students at Willow Springs High School.

In communication arts, performance improved dramatically in 2009, with 71% of the students scoring proficient and advanced, and trending higher through 2012. These results have allowed Willow Springs High School to score above state averages consistently.

Mathematics performance has shown steady improvement, evidence that the implementation of research-based practices has been effective. Student assessment data for 2010 indicated that 76% of students scored advanced or proficient on the EOC and improving to 80% in 2012, showing continuous progress toward excellence.

Improvements in the areas of communication arts and mathematics at Willow Springs High School cannot be shared without mentioning gains in the science department. In 2009, 74% of students scored advanced or proficient, followed by 80% in 2010, 75% in 2011, and 71% in 2012. The high performance scores in Science courses have added to our overall school performance data reports from the Missouri Department of Elementary and Secondary Education.

Training with the National Dropout Prevention Center provided a close examination of total student data as well as disaggregated data. This work revealed achievement gaps within our special education and free and reduced lunch populations. Brainstorming among the leadership teams suggested professional development with the special education staff in the areas of Common Core State Standards and 21st Century Skills as well as co-teaching and inclusionary strategies. Increasing student engagement and improving relationships with students in poverty through the Check and Connect Model and small group learning were put in place in an effort to close the gaps. The significant improvement in graduation rate during the 2012 school year indicates the impact these initiatives have provided. Attention has also been given to the trend toward growing class size.

While data provides inarguable evidence of the implementation of effective practices, credit must also be

given to the dedicated faculty at Willow Springs High School, who has created a culture of high expectations among the student body. The faculty is not influenced by the pressure of high-stakes testing, but rather challenged by the opportunity to implement research-based strategies and reap the benefits of the improved student achievement outcomes.

2. Using Assessment Results:

The Willow Springs R-IV School District has been involved in principle-centered leadership for many years, practicing “beginning with the end in mind” and the “see-do-get” model. Examination of annual assessment data is vital for continued success and to provide focus for changes and adjustments in instruction. Each year as assessment results are received, the curriculum director shares preliminary results with the administrative team and the board of education, and then begins building level data dissemination. Willow Springs High School uses course-level expectations (CLE’s) to develop power standards for each course of instruction. The assessment data that is returned with the annual End-of-Course (EOC) results provides performance measures associated with each CLE. Curricular departments within the high school, followed by K-12 vertical teams analyze the data, including the benchmark descriptors and depth-of-knowledge levels, to determine areas students are scoring well on, as well as those areas in which performance indicates a need for improvement. This process is then translated into annual and quarterly goals which are measured with aligned benchmark assessments throughout the year. This information combined with research-based strategies, drive adjustments to ongoing curriculum work. The introduction to the use of formative assessments has helped to inform instruction and learning at the high school. The results of periodic benchmark assessments are used to provide feedback for instructional improvement. A district-created early warning system has proved to be a valuable tool for identifying struggling students who are at risk for dropping out. By compiling monthly data form indicators in the areas of achievement, attendance, discipline and reading ability, students are identified and resources are targeted to provide interventions to meet individual student needs. The Willow Springs High School staff is committed to the success of all students, and understands the vital role assessment data plays in student achievement and continuous school improvement. The 2012 MIM Staff Survey provides evidence of that commitment as it indicates that 88% of the faculty feel that the instructional team addresses academic needs, provides valuable feedback and makes informed decisions. Additionally, 86% of faculty surveyed evaluate the effectiveness of core instruction based on progress monitoring data.

3. Sharing Lessons Learned:

All faculty members at Willow Springs High School are highly qualified and dedicated to maintaining high standards for all students. The administrators and instructional staff maintain several local, state and national professional affiliations, thereby increasing opportunities to remain current in best practices.

Common planning times for each department in the high school provide opportunities for collaboration and sharing. The collegial atmosphere among the high school faculty promotes a culture of mutual responsibility and dedication. Through peer observations, the high school staff is encouraged to share new teaching methods and assist with problem-solving. Each year our school district hosts the area conference school in-service event. During this professional development activity, several Willow Springs High School teachers demonstrate effective practices with teachers from nearby school districts.

Throughout the past several years, as a result of outstanding student performance on the High Schools That Work student assessment, several English language arts, mathematics and science teachers, as well as administrators from Willow Springs High School have been invited to present at the annual Southern Regional Education Board (SREB) High Schools That Work (HSTW) Conference. This not only provides an opportunity to share effective practices, but to also network with educators from across the country.

4. Engaging Families and Communities:

As with most small communities, the curricular and extra-curricular activities at Willow Springs High School demand the support and participation of families, community members and businesses. The most important method of engagement is personal communication with parents and students, and the teachers at Willow Springs High School utilize phone calls, email and in-person conferences to this end. The certified Russian instructors assist by translating letters from school in addition to interpreting parent meetings and conferences. Several additional methods of communication are utilized to engage families and insure that the necessary communication is occurring. In the spring of 2012, the parents of Willow Springs High School students completed a survey rating overall parent satisfaction of the school at 81%, approval of school to parent communication at 84% and 87% of the parents felt that the school encourages parents to be involved. Additionally, the MIM Staff Survey indicates that 87% of the faculty regularly communicates with the families of students regarding academic and behavior goals and progress.

The high school advisor-advisee program, Guiding, Advising, Preparing (GAP), provides a teacher/adviser to each high school student. In the small GAP groups, relationships are built, career planning occurs and students are guided through the course of their four-year high school experience. Each spring, parents meet with the GAP adviser to schedule classes for their students for the upcoming school year. The district website, maintained by a high school teacher, is utilized to provide current information, schedules and calendars as well as highlighting students' achievements and accomplishments. Parents may also access student progress and grades through the Parent Portal of the online Student Information System, which teachers update weekly. The administration utilizes School Reach, an automated phone service, to share important announcements and reminders with parents and guardians. The Willow Springs High School Journalism class produces a weekly news program, KWSB, to focus attention on current activities and interests in the high school. Students enjoy viewing the 15-minute production each Friday morning. Senior Project Presentations are an annual event at Willow Springs High School. Without the assistance from approximately 200 school and community volunteers, this event, which is the capstone for each senior's educational experience, would not be possible.

The district is also fortunate to have a full-time on-site School Social Worker and School Resource Officer and a part-time Juvenile Officer. These individuals assist in meeting a variety of physical, social and emotional needs for both students and their families, help bridge the gap between home and school and work to insure the educational success of all students.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Willow Springs R-IV Board of Education intended for students graduating from Willow Springs High School to be college and career ready after completing 30 credits required for graduation. Through rigor and relevance, Willow Springs High School focuses on the knowledge and skills students need to succeed. Core curricula, career education opportunities and elective courses combine to create an environment of accomplishment and achievement.

Transitioning from the Course Level Expectations (CLE's) to the Common Core State Standards (CCSS), Willow Springs High School's English Language Arts courses emphasize 21st century skills through the importance of research, the necessity to become a proficient reader, and the value of developing writing skills. At all grade levels, reading ability is monitored three times annually for all students, providing interventions when needed through an academic literacy class. A variety of instructional strategies and project-based activities are utilized to prepare students for success in college and in the workplace.

Willow Springs High School students may begin earning high school mathematics credits during their eighth grade year with the opportunity to complete algebra I, thereby allowing upper level mathematics courses such as college algebra, math analysis and calculus to be accomplished. Throughout every mathematics course at Willow Springs High School, the instructors are committed to student success and utilize a variety of instructional strategies and technology to insure success for all students.

The implementation of the Physics First model for the science sequence at Willow Springs High School provides the foundation for later science education in conceptual chemistry and biology, as well as reinforcing skills taught in mathematics classes. Upper level courses in chemistry II and anatomy & physiology are also offered. Each science course utilizes SMART Board technology in addition to various laboratory opportunities, strengthening scientific knowledge needed for a variety of career choices.

The required social studies education at Willow Springs High School begins with a global view; freshmen begin with the study of world history, followed by American history for sophomores and government for juniors. All social studies curriculum is aligned with the CLE's, and SMART Board technology provides virtual fieldtrips and simulations as well as inquiry-based learning opportunities. Additional social studies courses offered include ancient and medieval history, history of the west, street law, African/American History, Dual Enrollment American History, psychology, contemporary issues and Civil War.

Students at Willow Springs High School have a long-standing reputation for excelling in the areas of visual and performing arts. Over the course of the past 20 years, the Willow Springs High School Art Program has placed first or second in the area art contest, Alpha Rho Tau (19 schools) often garnering the "Best School" award and many "Best of Show" awards.

The Health and Physical Education curriculum at Willow Springs High School is designed to educate students to practice safe and healthy habits throughout their lifetimes. Various instructional strategies, lab activities and projects help students understand the need for physical, social and emotional health.

In addition to the integration of various forms of technology into all course curricula at Willow Springs High School, students with an interest in a career in the technology field may take courses in technology internship. This program teaches skills in computer installation, maintenance and troubleshooting, as well as knowledge of operating systems, networks and security procedures and protocols. Ultimately each student completing the course is prepared to complete the Computing Technology Industry Association (Comp TIA) A+ certification.

Students at Willow Springs High School have the opportunity to study two foreign languages, Spanish and Russian. These courses are structured to facilitate project-based, interactive learning. The Spanish classes conclude each year with a community dinner theater, which is planned, organized, choreographed and produced by students.

All career education programs at Willow Springs High School reinforce academics through an entrepreneurial approach. Students in business courses learn computer, accounting, finance and desktop publishing skills while also operating the school store, Bear Necessities, and creating and selling printed materials such as letterhead and business cards to the community. Family and Consumer Science classes utilize commercial embroidery machines to make designs and logos for individual and team apparel. The vocational agriculture classes operate the school farm, raising, showing and selling a variety of livestock. In addition, a greenhouse and fully equipped shop allow a variety of projects to be generated.

The opportunity to experience a variety of courses throughout high school coupled with high standards, Senior Project and the A+ scholarship program enable all students at Willow Springs High School to graduate college and career ready.

2. Reading/English:

The Willow Springs High School's English language arts curriculum is in the process of aligning with the Common Core State Standards (CCSS). Our department strives for a curriculum that is based on best practices and using data to inform decisions.

Research is a major focus in our English language arts curriculum, culminating with the Senior Project (a project that asks students to research a topic, create a product, and present themselves to a panel of business and community leaders). Additionally, our department strives for project-based, real world learning scenarios that prepare students for life after high school. During their junior year, each student completes a job shadowing assignment related to their chosen career pathway. Interview Day requires all juniors to participate in a mock job interview with a local business person, presenting themselves dressed in business attire with a completed resume and job application in hand. Methods of instruction include; daily writing, grammar, and reading activities. Recently, emphasis in the classroom has been focused on developing higher reading levels and stronger writing skills. Specific best practices we have adopted in recent years include; sustained silent reading (SSR), daily grammar practice (DGP), and text annotation practices.

Our English language arts staff is consistently seeking out professional development opportunities to improve our curriculum and instruction. Through the Missouri Integrated Model (MIM) grant, the district has been able to provide our staff with opportunities to meet with representatives from the South Central Professional Development Center to integrate high impact strategies aligned to the Common Core State Standards.

This past year, the district hired a reading specialist to work with students who are reading below grade level and are missing key literacy skills. The move has already led to improvement in student reading levels in our building. Additionally, students with higher reading levels are given opportunities to push themselves through a variety of English language arts electives including courses such as; mythology, creative writing, poetry, journalism, and folklore. Our department meets often, as a team, to discuss current strategies and assessments. It is our goal that students are consistently challenged and experience clear expectations and standards as they move through their high school years. The English language arts department at Willow Springs High School seeks to improve the quality of education in our students through best practices, rigor, and continuity.

3. Mathematics:

The Willow Springs High School mathematics department is currently in the process of aligning with the Common Core State Standards (CCSS). Beyond curriculum changes, the department has become focused on tracking student progress through data boards, or graphs, and adjusting curriculum and assessments accordingly.

The WSHS mathematics department uses a variety of instructional methods to reach students at every level of the math continuum including: cooperative learning, direct instruction, and hands on activities. Though based in a low-income, rural district; our department will use any tool or technology available to teach math. From basic whiteboards, student response systems, and traditional paper/pencil to more advanced technologies like SMART Boards, graphing calculators, and GeoGebra; Willow Springs' students are exposed to numerous instructional styles. Additionally, daily assessments are given to determine the specific instructional methods needed for each student.

Our mathematics staff is consistently seeking professional development opportunities to improve our curriculum and instruction. Through our collective efforts in vertical teams to align and sequence our power standards, we have been able to sequence our course offerings to build on prior concepts and objectives to meet state standards. The current sequence takes students from Algebra I all the way to Math Analysis/Calculus in their high school education. This sequence has allowed us to identify and close gaps in the learning process. The development of our mathematics sequence allows our team to focus on understanding and meeting every student's individual needs, thereby approaching the goal of eliminating the achievement gap.

The dedicated staff at WSHS is also committed to help students that are performing below grade level. Through tutoring and response to intervention (RTI) time, we are able to continue to collect data and push students to achieve at their highest level. Additionally, students that excel in mathematics are encouraged to take more challenging courses to adequately prepare them for their post high school educational and career plans. The mathematics department goal is consistently challenging and provides a rigorous curriculum with clear expectations for students during high school.

4. Additional Curriculum Area:

The Willow Springs High School's science curriculum is in the process of aligning with the Common Core State Standards. Our department strives for acquisition of essential skills and knowledge and a curriculum that is based on best practices and using data to inform decisions. The science department meets regularly as a team to discuss common assessments and best practices. Our primary goal is to see students be successful.

Eight years ago, Willow Springs High School adopted the Physics First model, and began the transition for a new sequence in science instruction. All freshmen now complete conceptual physics, sophomores complete conceptual chemistry and biology is the final science course required for graduation. Physics First students study conceptual units in electricity, uniform motion, acceleration and Newton's Laws using practical application to reinforce and conceptualize concepts also taught in algebra. Recently, the WSHS science department has placed a heavy emphasis on teaching across the curriculum with special attention in the areas of reading and math.

Conceptual chemistry has proven to be a valuable course at Willow Springs High School. Students understand the details of how the world works together by using the guiding principle that every living thing is chemical in nature and our lives are affected by chemistry daily.

Biology prepares students for a high level of understanding the natural world in which we live. Cellular biochemistry is an important element of the course, by understanding biochemistry, students can better understand the basic concepts of disease, genetics, and modern scientific advancements. In addition, anatomy and physiology prepares students for careers in medical and healthcare professions.

A number of our graduates choose to pursue a career in the medical field at one of a number of local universities and our science courses provide the Willow Springs graduate with a significant head start. Participation in the Medical Explorers program at a local hospital allows Willow Springs High School students to connect coursework with real-world application. As a public school in a rural, low-income demographic; it becomes critically important that our graduates are prepared for their career path of choice.

5. Instructional Methods:

The faculty at Willow Springs High School realizes it is unrealistic to maintain high standards for all students without procedures in place to meet individual student needs. All classrooms at Willow Springs High School are equipped with SMART Board technology or projectors and screens that allow teachers to make learning interactive and engaging. Mobis, iPads, Smart Response and Doceri technology are also incorporated to provide instant response and feedback.

All special education needs are met through the inclusionary model. Special education teachers push-in to co-teach with the regular education teacher. Resource classes are also scheduled daily to extend class time and to provide extra assistance. The English Language Learner (ELL) population also has the opportunity to utilize the support of an ELL resource teacher either as a regularly scheduled class or on an as-needed basis.

Two programs are in place to meet the needs of students who do not qualify for special education or ELL services, but continue to struggle academically. Students receive support in Academic Enrichment in an effort to help with organizational skills, homework assistance and completion. Academic Literacy targets students who have been identified as reading below grade level, and teaches reading strategies and comprehension.

BEAR Time (Better Education and Recovery) Intervention is a daily intervention time for all students. Support is determined by individual student achievement data at each four-week grading period and is reevaluated every 3-6 weeks for flexible grouping.

Students at Willow Springs High School may receive extra help from a variety of teachers before school, after school and at lunch, and Homework Lab provides a structured setting in the library media center after school each Tuesday through Thursday each week.

6. Professional Development:

Three members of the Willow Springs High School faculty serve on the district's professional development committee and are responsible for examining a variety of data to determine professional development needs for the district and for each school within the district. Our plan for professional development is directly aligned to our Action Plan and SMART Goals, which has been developed through a thorough data analysis and team problem solving format.

Each year in January, the Willow Springs High School Leadership Team conducts a self-study, analyzing current high school achievement, attendance, and discipline data as well as student and parent survey results. The careful examination of this information along with student outcome data allows the leadership team to establish SMART Goals for the upcoming school year. Once established, the leadership team collaborates with the professional development committee to determine and allocate the resources, time and personnel needed to address the goals. These plans are reviewed at least three times

each year to determine if adjustments need to be made.

Initiatives such as High Schools That Work, Missouri Integrated Model, Missouri Project Graduation and Consolidated Work through the Regional Professional Development Center have enabled Willow Springs High School to implement current research-based strategies with success. The leadership team helps facilitate the implementation of these supports in an integrated fashion by maintaining the focus on three to four key SMART goals and continuous monitoring of school wide progress based on student outcome data along with adult indicators of success.

7. School Leadership:

The administration at Willow Springs High School operates under the broad direction of the superintendent and practices servant leadership as they endeavor to lead the high school. Weekly meetings with the district administrative team (superintendent, curriculum director, special education director, building principals and assistant principals) allow time for book study, collaboration, problem-solving, and planning, both short-term and long-term. Each summer the administrative team sets aside time for an administrative retreat to provide an opportunity to review data and set goals for the upcoming school year.

Together with the department chairs that comprise the leadership team, the principal and assistant principal strive to maintain the high-trust culture that has been established at Willow Springs High School. Monthly leadership team meetings allow the principal and department chairs to monitor progress on SMART Goals, review data and address current concerns. Information from leadership team meetings is disseminated to teachers in each department through collaboration during common planning time. A high school faculty meeting is conducted each month to review achievement and attendance data, share current research-based instructional practices and discuss short-term plans. At the conclusion of each school year, the high school faculty participates in a building-level retreat to review student achievement data and participate in team building activities.

A recent high school staff survey conducted by the University of Kansas for the Missouri Integrated Model (MIM) initiative indicated that the MIM components were fully implemented at the high school. Faculty responded to statements in eleven areas, including shared vision and commitment, leadership, collaborative environment, professional development, mentoring, culturally responsive practices, resources, family and community involvement, evidence-based practices, data-based decision making and monitoring of student progress. The percentage of responses of “strongly agree” or “agree” were 86% or better in each category, with shared vision and commitment at 100%, indicating that these indicators across the 11 areas of school improvement are highly embedded in the staff culture of Willow Springs High School.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: English MAP/EOC High School

Edition/Publication Year: 2007-08, 2009-12 Publisher: McGraw-Hill/Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	May	Apr
SCHOOL SCORES					
Advanced/Proficient	73	68	71	71	18
Advanced	18	26	17	19	1
Number of students tested	205	192	158	95	76
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	2	0	0	0	0
Percent of students alternatively assessed	1	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced/Proficient	66	57	64	60	17
Advanced	13	18	11	12	0
Number of students tested	118	110	86	44	31
2. African American Students					
Advanced/Proficient	Masked	0	Masked	0	0
Advanced	Masked	0	Masked	0	0
Number of students tested	1		2		
3. Hispanic or Latino Students					
Advanced/Proficient	0	Masked	Masked	Masked	Masked
Advanced	0	Masked	Masked	Masked	Masked
Number of students tested		3	3	1	1
4. Special Education Students					
Advanced/Proficient	27	7	27	Masked	0
Advanced	13	0	0	Masked	0
Number of students tested	15	15	11	8	12
5. English Language Learner Students					
Advanced/Proficient	Masked	55	60	Masked	Masked
Advanced	Masked	18	10	Masked	Masked
Number of students tested	9	11	10	5	1
6. White					
Advanced/Proficient	73	68	72	71	19
Advanced	18	26	18	18	1
Number of students tested	201	187	151	93	75
NOTES: Masked indicates data were not made public because fewer than 10 students were tested. In 2010 the testing process in the state of Missouri was changed to reflect End-of-Course exams.					

13MO3

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Math MAP/EOC High School

Edition/Publication Year: 2007-08, 2009-12 Publisher: McGraw-Hill/Riverside

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	May	May	May	Apr	Apr
SCHOOL SCORES					
Advanced & Proficient	80	68	76	33	36
Advanced	19	13	23	3	5
Number of students tested	200	169	139	94	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	4	2	0	0	0
Percent of students alternatively assessed	2	1	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Advanced & Proficient	75	61	67	31	17
Advanced	56	15	16	0	0
Number of students tested	109	84	73	50	47
2. African American Students					
Advanced & Proficient	Masked	Masked	Masked	0	0
Advanced	Masked	Masked	Masked	0	0
Number of students tested	1	1	1		
3. Hispanic or Latino Students					
Advanced & Proficient	0	Masked	Masked	Masked	Masked
Advanced	0	Masked	Masked	Masked	Masked
Number of students tested		2	1	2	1
4. Special Education Students					
Advanced & Proficient	Masked	23	Masked	Masked	7
Advanced	Masked	15	Masked	Masked	0
Number of students tested	8	14	4	6	14
5. English Language Learner Students					
Advanced & Proficient	78	Masked	58	Masked	Masked
Advanced	33	Masked	8	Masked	Masked
Number of students tested	10	9	12	4	3
6. White					
Advanced & Proficient	80	68	76	33	36
Advanced	18	14	23	4	3
Number of students tested	196	162	137	91	88
NOTES:					
Masked indicates data were not made public because fewer than 10 students were tested.					
In 2010 the testing process in the state of Missouri was changed to reflect End-of-Course exams.					